

The Impact of Parental Verbal Abuse on Academic Performance of Children: Moderating Role of Coping Strategies

Sheherbano tariq, Areej Fatima, Fatima Javaid, Muhammad Mansoor

1.Lecturer, Institute of Southern Punjab Multan Pakistan

2.Student, Institute of Southern Punjab Multan Pakistan

3. Lecturer, Institute of Southern Punjab Multan Pakistan

4.PhD scholar, Riphah International University Faisalabad

Abstract

This study is conducted to explore the impact of parental verbal abuse on academic performance of children; moderating role of coping strategies. The study was based on cross-sectional research designs. The sample of 150 school children students were taken from district Vehari private school, through purposive sampling technique. The study was based on Bandura's social cognitive theory. The verbal abuse scale was used for measuring verbal abuse (Jeong, B & Choi, J. 2015). The coping scale was used for measuring coping strategies (Wright, M & Novin, S. 2010). The data was Pearson's correlation analysis was performed to measure the direction and strength between different variables. Correlation analysis of perceived verbal abuse, academic performance and coping strategies. Result indicated that there is a negative relationship between verbal abuse and academic performance. Result which shows weak relationship between academic performance and coping strategies. The finding empirically established that parents are trained to avoid verbal abuse with their children. There should be a training of coping

strategies for children in every school to increase their coping strategies. Because parental abuse affects children who have less coping strategies on their academic performance. According to research, there is a negative relationship between parental abuse and children's academic performance. Those children's academic performance is lower than that of children who are subjected to less verbal abuse and criticism from their parents.

Keywords: Verbal abuse, Academic performance, coping strategies

Introduction

Particularly when parents are speaking to their children, the words that are spoken can have a profound effect on the person being spoken to. Words are potent weapons with the ability to either elevate or degrade a person. The message conveyed to that person depends on more than simply the words that are said; it also depends on the body language, tone of voice, and facial expressions used when speaking (Brennan et al., 2001). Verbal abuse can also be a form of parental communication. Any action or remark that is intended to cause harm that is viewed as being rude, demeaning, or threatening is considered verbal abuse (Howells et al., 2000). Verbal abuse is one typical form of emotional abuse (Noh & Talaat, 2012).

Child abuse has an impact on a child's psychological, social, and physical health as well as their advanced adult development which has a negative long-term psychological and emotional impact on the victim and increases the likelihood that they will become abusers in the future, which leads to negative behaviors and life outcomes. (Rerkswattavorn & Chanprasertpinyo, 2019). There are some parents who employ verbal abuse, albeit there are very few who do not also neglect, hit, or engage in sexual activity with their children. (Preacher et al., 2006). According to Khan and Khan (2014) the severity of verbal abuse varies as threats, abusive language, harsh comments, the use of swear words, yelling, shouting, teasing, ridiculing, passing rude remarks, and taunting are

common tactics used to convince the victim that they are unworthy of love or respect. It certainly falls under the heading of emotional torment with long-lasting effects. Many of the students were unaware that they were being harmed by anyone although they suffered from multiple forms of child abuse (including emotional abuse, physical abuse, sexual abuse, and neglect) because of ignorance (Niazi & Aslam, 2022).

"Coping Strategies" are deliberate actions taken to cope with or alleviate stressful situations (Glidden & Natcher, 2009), they are useful, active ways of reacting to danger. The two main categories of coping mechanisms are (a) problem-focused coping mechanisms, which represent an effort to change circumstances that one believes may have contributed to the stressful situation. This includes re-interpretation, re-evaluation, and analysis of the stressful situation and (b) emotion-focused coping techniques that represent efforts to control emotions brought on by the stressful situation, such as feelings of incapacity in the face of changing circumstances, anger, worry, hopelessness, discomfort, and overall tension (Lazarus & Folkman, 1984). Coping techniques make use of internal resources to control frustrations, difficulties, and routines (Skibo et al., 2012). Byrne (2000) identified a gender difference in the coping mechanisms used by 12-year-olds, and found that boys also used them more skillfully to lessen anxiety and dread connected to girls. In line with these findings, Lewis and colleagues (2012) discovered that 12-year-old boys used more active coping strategies, whereas girls of the same age relied more on social support.

Rationale of the study

In this study, all prior studies assessed two variables, whereas current research discusses all three. The majority of research is done on civilizations in Europe and North America. Pakistanis have a different culture from theirs, particularly in regards to verbal abuse from parents. Therefore, there

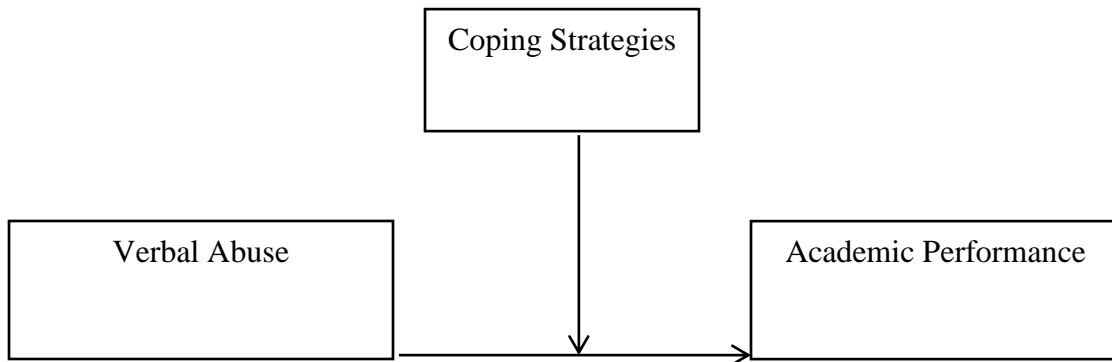
is a critical need to do study in various cultures to examine the phenomenon of verbal abuse by parents against their children.

Hypothesis

There is likely to be relationship between parental verbal abuse, academic performance and Coping Skills of children.

There is likely to be moderating role of coping skills between parental verbal abuse and academic performance.

Conceptual Framework



Method

Research Design

It will be explained via a cross-sectional design how verbal abuse affects children's academic performance and coping mechanisms. A questionnaire on the verbal interactions between their moms and fathers with them and a questionnaire about the grade or percentage they received were given to one hundred and fifty 9 to 12-year-old youngsters for this purpose.

Sampling strategies

The data will be collected by using Purposive Sampling technique from the private sector schools from the area of Vehari region.

Participants

The study included 150 Children 9 to 12-year-old to collect the data for this research.

Measures

Demographics

In this study demographics variable is include in which gender, age, class, percentage of exam, birth order, family system and school is include.

Verbal abuse Questionnaire

Exploratory factor analysis of the verbal abuse questionnaire's Korean version (N=5814). The Verbal Abuse Questionnaire (VAQ) can assess 15 different types of verbal abuse, such as reprimanding, shouting, cursing, blaming, threatening, degrading, ridiculing, insulting, criticizing, screaming, belittling, and devaluing. Each item on this questionnaire is scored on a nine-point scale (0 being never and 8 being always; the total score is the sum of the 15 items). We created a Korean version of the verbal abuse questionnaire (K-VAQ) because we believed that this scale could be simply and broadly used to a variety of populations.

Coping Scale

The Coping Scale is a child-specific version of the Self-Report Coping Scale. It is a common question to ask kids what they would do in a horrible situation. Problem-solving, seeking social support, externalizing, internalizing, distracting from one's problems, and trivializing are six coping mechanisms that are evaluated. The answers are graded on a three-point scale: 1 for never,

2 for sometimes, and 3 for always. If they were being picked on, children could engage in a variety of activities.

Academic performance scale

We were put a question in the academic performance scale in which we will ask the percentage of the child in the previous exam.

Procedures

After doing literature review we were take the authority letter from the university we were be go those private sector schools from the area of vehari region and collect the data, we used cross sectional survey research design we were collect the data from children but using purposive sampling strategy then it were be analyzed by using SPSS .

Ethical consideration

The current study follows the ethical codes gives by American Psychological Association (APA). Studies were informed about the aim of the study and informed consent was taken to participate in the study. They were assured that all the information will kept confidential and will be used for research purpose only. They were fully informed about their free will be quit the study at any time.

Results

Table 1

Psychometric Properties of Scales (N=150)

Scale	<i>M</i>	<i>SD</i>	Range	Cronbach's α
Verbal Abuse	54.24	12.36	3-73	.83
Academic Performance	26.04	6.80	2-25	.76
Coping Strategies	27.07	8.26	3-24	.74

Note. ** $p < 0.1$. M=Mean, SD=Standard Deviation.

The table displays the reliability of all Scale. Verbal Abuse Academic Performance, Coping Strategies scale. Cronbach's alpha was used to assess the scales internal consistency. The coefficient values were of all Scale :Verbal Abuse Academic Performance, Coping Strategies scale.83, .76 .74, which suggests that it has significantly high internal consistency.

Table 2

Correlation analysis of perceived verbal abuse, academic performance and coping strategies (N= 150)

variables	Gender	Age	Class	Birth	Family	Percentage	VA	AP	CS
Gender of respondent	-	.106	-.154	.016	.069	-.171*	-.169*	-.161*	.029
Age of respondent		-	.421**	.098	-.176*	-.185*	-.028	-.212**	-.015
Class of respondent			-	.152	-.226**	-.189*	.049	-.182*	-.010
Birth of respondent				-	-.138	.090	.182*	.087	-.059

Family of respondent	-	-.100	-.129	-.080	.059
Percentage of respondent			-.240**	.948**	-.047
VA				-.182*	-.168*
AP					-.025
CS					-

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

a. Cannot be computed because at least one of the variables is constant.

In table 2 result show that there is significant negative correlation between gender and percentage of others ($r = -.171^*$). The gender also show negative correlation with VA ($r = -.169^*$) and AP ($r = -.161^*$). Age of other show there is positive significant with class ($r = .421^{**}$) and negative correlation with family ($r = -.176^*$), percentage ($r = -.185^*$) and AP ($r = -.212^{**}$). The class also show significant negative correlation with family ($r = -.226^{**}$), percentage ($r = -.189^*$) and AP ($r = -.182^*$). Birth also show significant positive correlation between VA ($r = .182^*$). Percentage also show significant positive correlation between VA ($r = .240^{**}$) and AP ($r = .948^{**}$). VA also show significant positive correlation between AP ($r = .182^*$) and significant negative correlation with CS ($r = -.168^*$).

Table 3

Independent Sample t – test Showing Gender Differences among Verbal Abuse and Academic performance (N = 150)

Variables	Women (n=81)		Men (n=68)		t (222)	p	Cohen's d
	M	SD	M	SD			
Verbal Abuse	28.469	2.145	27.44	3.18	-5.42	.000	0.036
Academic Performance	83.80	13.08	78.54	15.11	2.27	.000	0.40

Note. * $p < .05$; M = Mean; SD = Standard Deviation; Cohen's d = Effect size

Table revealed significant gender differences on verbal abuse with $t(222) = -5.42, p < .000$ and academic performance $t(222) = 2.27, p < .000$ hence findings showed that women were higher level of verbal abuse as compared to men.

Table 4

Direct Effects of E-work stress, Job satisfaction and Mindfulness (N=224)

Antecedent	Consequent					
	Verbal Abuse			Academic Performance		
	<i>Coeff.</i>	<i>SE</i>	<i>p</i> <	<i>Coeff.</i>	<i>SE</i>	<i>p</i> <
Verbal Abuse	-.35	.11.9	.000	-.06	.42	.000
Academic performance	---	---	---	.07	.33	.000
	$R^2 = .35$			$R^2 = .43$		
	$F(1,222) = 120.7, p < .000$			$F(2, 221) = 59.40, p < .000$		

Note. *Coeff* = standardized regression coefficient

R Square=.033, Adjusted R Square=.027, ($F=.026^b$)

The shows the impact of verbal abuse on perceived academic performance. The R^2 value .033 revealed that the predictor variable explained .033% variance in the outcome variable with $F(1,148) = 5.082, p$ value $.026^b$. the findings revealed that verbal abuse positively predicted academic performance ($\beta = .128, p < .026^b$).

Table 5

Moderation analysis of perceived verbal abuse, academic performance and coping strategies (N= 150)

	Model 1			Model 2			LL	UL	LL	UL
	B	Beta	SE	B	Beta	SE				
(constant)	53.79		17.57	-128.43		99.09	19.06	88.52	-324.2	67.40
VA	.963	.183	.433	7.567	1.43	3.56	.108	1.819	.530	14.60
CS	.010	.005	.159	2.622	1.35	.159	-.305	.325	-.159	5.40
VAXCS				-.095	-1.68	.052			-.195	.005
R ²		.033			.056					
R ² Change					.023					

Note; B = unstandardized coefficients, BETA = standardized coefficients, SE = standard error, LL= lower limit, UL = upper limit, VA = verbal abuse scale, CS= coping strategies scale.

Table 6

ONE WAY ANOVA comparing verbal abuse, academic performance and coping strategies categories of school children. Expected no of age children. (N=150)

	9 years (n=29)		10 years (n=42)		11 years (n=56)		12 years (n=23)		F	P	Partial η^2
	M	SD	M	SD	M	SD	M	SD			
VA	27.86	2.912	28.23	2.620	28.107	2.556	27.56	3.042	.355	.785	0.0072
AP	88.37	9.450	80.30	14.986	80.357	15.472	77.695	12.556	3.16	.027	0.0608
CS	66.79	6.287	64.50	8.419	67.017	6.274	65.434	.58962	1.141	.335	0.0229

Table 6 results shows that there are non-significant differences in verbal abuse across different age groups. That there are significant differences in academic performance across different age groups. That there are non-significant differences in coping strategies across different age groups.

References

- Al-Raqqad, H. K., Al-Bourini, E. S., Al Talahin, F. M., & Aranki, R. M. E. (2017). The Impact of School Bullying on Students' Academic Achievement from Teachers Point of View. *International Education Studies*, 10(6), 44-50.
- Aluedse, O. (2006). Bullying in Schools: A Form of Child Abuse in Schools. *Educational research quarterly*, 30(1), 37-49.
- Bandura, A. (1977). *Aggression: A social learning analysis*. Englewood Cliffs, NJ: Prentice Hall.
- Bawalsah, J. A. (2016). Stress and coping strategies in parents of children with physical, mental, and hearing disabilities in Jordan. *International Journal of Education*, 8(1), 1-22.
- Compas, B. E. (1987). Coping with stress during childhood and adolescence. *Psychological bulletin*, 101(3), 393.
- Compas, B. E., Connor-Smith, J. K., Saltzman, H., Thomsen, A. H., & Wadsworth, M. E. (2001). Coping with stress during childhood and adolescence: problems, progress, and potential in theory and research. *Psychological bulletin*, 127(1), 87.
- Crozier, J. C., & Barth, R. P. (2005). Cognitive and academic functioning in maltreated children. *Children & Schools*, 27(4), 197-206.
- Hair, N. L., Hanson, J. L., Wolfe, B. L., & Pollak, S. D. (2015). Association of child poverty, brain development, and academic achievement. *JAMA pediatrics*, 169(9), 822-829.
- Hutchinson, L., & Mueller, D. (2008). Sticks and stones and broken bones: The influence of parental verbal abuse on peer related victimization. *W. Criminology Rev.*, 9, 17.
- Jamil, F., & Khalid, R. (2016). Predictors of academic achievement in primary school students. *Pakistan Journal of Psychological Research*, 31(1), 45.
- Jeong, B., Lee, S. W., Lee, J. S., Yoo, J. H., Kim, K. W., Cho, S., ... & Choi, J. (2015). The psychometric properties of the Korean version of the verbal abuse questionnaire in university students. *Psychiatry investigation*, 12(2), 190.
- Kashahu, L., Dibra, G., Osmanaga, F., & Bushati, J. (2014). The relationship between parental demographics, parenting styles and student academic achievement. *European scientific journal*, 10(13).
- Khan, P., & Khan, W. (2014). Verbal abuse in schools and its devastating impact on child psychology. *PUTAJ–Humanities and Social Sciences*, 21(1), 109-114.
- Makondo, S. L. D. D. (2017). Effects of child abuse on the academic performance of primary school learners in the Manzini Region, Swaziland. *World Journal of Education*, 7(5), 45-58.
- Niazi, S., Iqbal, S., & Aslam, R. (2022). Impact of Child Abuse on the Academic Performance and Personality Development of Young Adult Students of Karachi Pakistan. *Pakistan Social Sciences Review*, 6(1), 96-108.
- Noh, C. H. C., & Talaat, W. I. A. W. (2012). Verbal abuse on children: Does it amount to child abuse under the Malaysian law?. *Asian Social Science*, 8(6), 224.

- Rerkswattavorn, C., & Chanprasertpinyo, W. (2019). Prevention of child physical and verbal abuse from traditional child discipline methods in rural Thailand. *Heliyon*, 5(12).
- Sachs-Ericsson, N., Verona, E., Joiner, T., & Preacher, K. J. (2006). Parental verbal abuse and the mediating role of self-criticism in adult internalizing disorders. *Journal of affective disorders*, 93(1-3), 71-78.
- Stinebrickner, R., & Stinebrickner, T. R. (2003). Working during school and academic performance. *Journal of labor Economics*, 21(2), 473-491.
- Sturge-Apple, M. L., Skibo, M. A., & Davies, P. T. (2012). Impact of parental conflict and emotional abuse on children and families. *Partner Abuse*, 3(3), 379-400.
- Thomason, L. (2018). Childhood verbal abuse and its psychological effects on adults. Walden University.
- Woodman, A. C., & Hauser-Cram, P. (2013). The role of coping strategies in predicting change in parenting efficacy and depressive symptoms among mothers of adolescents with developmental disabilities. *Journal of Intellectual Disability Research*, 57(6), 513-530.
- Woods, S., & Wolke, D. (2004). Direct and relational bullying among primary school children and academic achievement. *Journal of school psychology*, 42(2), 135-155.
- Wright, M., Banerjee, R., Hoek, W., Rieffe, C., & Novin, S. (2010). Depression and social anxiety in children: Differential links with coping strategies. *Journal of abnormal child psychology*, 38, 405-419.

Authors

First Author: Sheherbano tariq, MS Health Psychology, Lecturer, Institute of southern Punjab Multan Pakistan,

Second author : Areej Fatima, Student, Institute of Southern Punjab Multan Pakistan

Third Author: Fatima Javaid, PhD Scholar Lecturer Institute of Southern Punjab Multan Pakistan.

Fourth Author: Muhammad Mansoor Abbas, PhD Scholar, Riphah International university faislabad campus.

Corresponding Author : Sheherbano tariq, MS Health Psychology, Lecturer, Institute of southern Punjab Multan Pakistan,